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ABSTRACT

A study examined the status of reading in Indiana's public schools. Questionnaires were returned by 460 of the state's 615 public middle, junior, and senior high schools. Results indicated that: (1) new book acquisitions in Indiana's school library media center book collections were only about one-fourth of the recommended number needed to keep collections current; (2) teachers spent less than four hours per year in staff development activities related to reading; (3) much of the time spent by certified media specialists (in those 95% of schools which had such a specialist) was spent on other than library-related duties; (4) almost one out of five students was not enrolled in a class where reading was emphasized during the 1991 school year; (5) 38% of the students whose reading ability fell two or more grade levels below their actual placement were not provided any special assistance; (6) the majority of schools surveyed estimated that 30% or fewer of their students used the nearest public library; (7) most of the schools provided neither programs to encourage teachers to share and discuss books nor programs that allow them to stress the value of reading books; and (8) few schools helped parents encourage their children to read. Findings suggest that Indiana's middle, junior, and senior high schools do not place a high priority on reading. (Twenty-three tables of data are included; a statement of seven policy issues and related recommendations, 56 references, and the questionnaire are attached.) (RS)

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A Study of Reading in Indiana Middle, Junior, and Senior High Schools
March 1992

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Occasional Paper No. 4

Jack W. Humphrey

A Publication of the Indiana Youth Institute*

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A STUDY OF READING IN

INDIANA MIDDLE, JUNIOR, AND SENIOR HIGH SCHOOLS

Executive Summary

Because they are unable or unwilling to read proficiently and voluntarily, many of Indiana's middle, junior, and senior high school students do not successfully complete their schooling and head off into adult life ill-prepared for viability in the labor force. Ideally, the school setting should enable and encourage students to read; however, significantly improving reading among Indiana's young people will require a strategy that goes beyond the classroom. Heroic advances in reading must be pursued both in and out of school. Serving as models are adults in the school, the home, and the community who are themselves interested in reading. School library media centers and public libraries also help capture young adults' interest in reading. Reading incentive programs are examples of support that community institutions such as youth agencies and businesses can offer. The current status of reading in Indiana's schools is revealed in the results of a questionnaire administered to 460 of the state's 615 public middle, junior, and senior high schools.

Summary of Findings and Policy Issues

1) Accessibility to current and appropriate books is vital to increasing Indiana's middle, junior, and senior high school students' reading proficiency and voluntary reading. Indiana's school library media center book collections have suffered neglect for many years. New book acquisitions are only about one-fourth of the recommended number needed to keep collections current. When categorical funds were provided by the Federal government, schools purchased a large number of books. Later, when school systems were given many options for use of Federal funds, Indiana school systems chose to use the funds for purchases other than books.

2) Indiana's reading teachers need opportunities to learn more about teaching reading and motivating children to read. Teachers in the 460 surveyed schools reported that, on average, they spend less than four hours per year in staff development activities related to reading, including conferences, college or university classes, visitations, and locally-sponsored meetings.

3) Indiana's middle, junior, and senior high schools should be staffed with full-time certified library media specialists. Currently, only five percent of the schools

lack such a specialist; however, among the 95 percent, much of the specialists' time is spent on other than library-related duties. Thus, many more than five percent of the schools lack trained staff members with time to review collections, discuss ways to encourage students' reading, and cooperate with public libraries and other potentially helpful organizations.

4) Ample time should be provided for Indiana's sixth, seventh, and eighth grade students to learn to read proficiently and voluntarily. Prior to the advent of junior high schools in the 1940's, most students had a reading period every day from the first through the eighth grades. Today, these students do not participate in reading classes or, when they do, they spend less time than in the past because reading has been merged with English/language arts. Almost one out of every five Indiana middle, junior, and senior high school students was not enrolled in a class where reading was emphasized during the 1991 school year.

5) Although programs should be provided for all students who need special assistance in reading, 38 percent of the students whose reading ability falls two or more grade levels below their actual placement are not provided any special assistance. A quarter of the surveyed schools do not have remedial programs while the others do not have enough support to provide help to all the students who need it. High schools offer the least assistance. Chapter 1, a Federal program, is designed to provide remediation in schools with qualifying proportions of economically and educationally deprived students. In Indiana, however, Chapter 1 program services for students decrease as students move to higher grade levels; only one-fifth of Chapter 1 students are enrolled in the sixth through the twelfth grades.

6) Clearly, Indiana's middle, junior, and senior high schools should establish cooperative programming with public libraries. However, little programming of this sort occurs now. In light of the deficiencies in schools' book collections, public libraries are a logical, available source of reading materials. Unfortunately, the majority of the surveyed schools estimate that 30 percent or fewer of their students use the nearest public library, even though the public libraries' collections are more extensive and their hours extend beyond school hours.

7) Adults within schools, homes, and communities should serve as role models and provide guidance to ensure that reading becomes a priority in the lives of Indiana's middle, junior, and senior high school students. Most of the schools provide neither programs that encourage teachers to share and discuss books nor programs that allow them to stress the value of reading books. Similarly, few schools help parents encourage their children to read, despite the existence of several national models that encourage parental involvement. Many youth-serving agencies already provide programs to help encourage youths to read, and they could do much more if schools worked cooperatively with them.

Overview

> Newt Hardbine was not my friend, he was just one of the big boys who had failed every grade at least once and so was practically going on twenty in the sixth grade, sitting in the back and flicking little wads of chewed paper into my hair. But the day I saw daddy up there like some old overalls slung over a fence, I had this feeling about what Newt's whole life was going to amount to, and I felt sorry for him. Before that exact moment I don't believe I had given much thought to the future.

These profound remarks were made by Taylor Greer, a young adolescent in *The Bean Trees* by Barbara Kingsolver (1991). While the story took place in a rural area of a Southern state some years ago, it could be occurring in Indiana today. That is, many an Indiana youth may be destined for a one-way maze of dead-end choices and a life that will not amount to what it should be, unless caring adults in the home, school, and community work together to build an environment in which today's students can succeed.

Jobs awaiting Indiana's youth demand much higher skills than in the past. Approximately 80 percent of the new jobs created in the service and information industries require more than a high school education. As jobs become more complex, standards suitable for the next century should be required. Even with today's academic standards, only 78 percent of Indiana's students complete high school (*Indiana 2000* 1991). In 1989, the U.S. Census Bureau estimated that only 13.8 percent of Indiana's adults over age 25 had completed four or more years of college, contrasted with a national average of 20.3 percent (Kominsky 1991).

Most students in grades 6-12 have appropriate family, academic, and community supports to help them succeed in school. But a growing number of students face poverty, racial prejudice, family breakup, parental apathy, community anti-intellectualism, and other problems, including a lack of adequate reading skills and interest in reading, that disrupt their progress towards successful completion of school (*Carnegie Quarterly* 1990).

Middle, junior, and senior high school students make a number of decisions that influence the rest of their lives. One important decision hinges on the school and community environment for reading because, during adolescence, lifetime reading habits are established. Indiana is a state whose citizens have proven their ability to garner public support and provide significant community resources for activities that they deem important. For example, Indiana has 18 of America's

20 largest high school gymnasiums and eight of the nine largest high school gymnasiums in the world (Hoose 1986), because the state has made basketball the focus of special attention.

Indiana's excellence in basketball demonstrates the tremendous amount of energy that is available in the state. Can that energy and public support focus on individual learning activities, such as proficient and voluntary reading, rather than on competitive spectator sports? A losing basketball or football team may injure community pride for a single season; large numbers of poor readers are likely to damage a community's economic, political, and cultural achievements for generations. It is time, then, to scrutinize reading in Indiana's middle, junior, and senior high schools, in order to place needed actions into ongoing reform efforts.

Findings from National Reading Assessments

The 1986 assessment of reading by the National Assessment of Educational Progress (Applebee, Langer, and Mullis 1988) involved students in grades 3, 7, and 11. The report contains information about demographic characteristics, instruction, reading strategies, reading experiences, academic orientation, and home influences. The findings include the following:

1) Students have difficulty with tasks that require elaboration upon or defending evaluations and interpretations of what they have read.
2) Poor readers do less independent reading than good readers.
3) Poor readers have insufficient time in school for independent reading.
4) Poor readers use a narrower range of strategies to guide their own reading, and their teachers use a narrower range of approaches with them than with better readers.
5) Students from at-risk populations perform poorly when compared to the national population at each grade level.
6) Better readers enroll in academically oriented programs and advanced courses, spend regular amounts of time on homework, and have home support for reading.

Another reading assessment, conducted by the National Assessment of Educational Progress in 1990 (Langer *et al.* 1990), involved students at grades 4, 8, and 12. Some of the findings are listed below:

1) Reading proficiency increases substantially from grades 4 to 8 but less dramatically between grades 8 and 12.
2) There are large differences in reading proficiency according to socioeconomic status.
3) More required reading is associated with higher reading performance.
4) Students report that they do little reading in school and for homework.

5) Interest in books decreases as students advance through school.
6) Two-thirds of fourth graders use the library at least weekly, compared to 24 percent of the eighth graders and 12 percent of twelfth graders.
7) Students prefer television to books.
8) Students who have more access to books have a higher reading proficiency than those who have less access.
9) Approximately one-third of eighth and twelfth graders say they never discuss reading at home.

Vision

Due to a more competitive international marketplace, many Americans are concerned about the effectiveness of their schools. The NAEP studies show that students perform better when they do independent reading, have teachers who use more strategies to help them read, have home support, are required to read more, do more reading in school and for homework, and have access to books. Students need encouragement to read voluntarily, teachers who continue to improve their own professional skills, time to read in school, teachers who read to them, and families that encourage them to read.

Failure to read successfully correlates with dropping out of school, teen pregnancy, substance abuse, and crime (Davidson and Koppenhaver 1988); in fact, the most common reason for leaving high school is poor academic performance (Institute for Educational Leadership 1986). Thus, reading is at the heart of the school program, making it imperative that Indiana's youth receive the appropriate assistance needed to read proficiently. Schools, public libraries, families, and communities should support students as they learn how to read and put their reading skills to use. Ideally, Indiana's middle, junior, and senior high schools would offer developmental, remedial or corrective reading courses; establish reading laboratories; and provide experiences to help students read successfully in content-area classes, such as social studies, English, and science. School libraries would provide books both for school assignments and for pleasure. Public libraries would provide similar support. Parents would assist their children with homework and read and discuss books with them. Communities would emphasize reading activities provided by youth-service organizations and reading incentive programs sponsored by businesses. Unfortunately, at present, we fail woefully to measure up to the ideal.

Reading is the basis for today's information age. Further, the lack of reading ability correlates with a wide variety of problems, including dropping out of school. Thus, Indiana's schools must take stock of the reading opportunities provided within their schools and communities and initiate or revitalize the programs and circumstances that influence the reading development of their students. While elementary schools offer a wide variety of opportunities for

children to learn to read and to read to learn, middle, junior, and senior high schools put much less emphasis on reading. They may assume that children have learned to read in the elementary school. In truth, however, few students leave elementary school with sufficient reading skills to ensure that they can attain their full academic and employment potential. Regrettably, the NAEP assessment shows that interest in books and use of books in school library media centers decreases as students advance through school.

The purpose of this study is to hone in on Indiana's middle, junior, and senior high schools, where a decline in reading scores and voluntary reading occurs, and to highlight existing barriers to achievement and opportunities for improvement. The term "reading" is used throughout the study to include all instruction that involves direct reading and literature. Some of the surveyed schools offer reading as a subject for all students through the eighth grade. Other schools offer only English or language arts as subjects after the sixth grade. Both types of schools are included in this study.

The study raises the following questions:

1) How well do students achieve on reading tests?

2) What is the availability of classroom reading textbooks and ancillary materials?

3) Do teachers have ample and appropriate opportunities to learn how to encourage students' reading?

4) Do schools provide enough time for reading?

5) What is the influence of the Indiana Department of Education, International Reading Association, colleges or universities, school corporations, and individual schools on the direction of reading programs?

6) What is the status of school library media center book collections and services to support reading?

7) How successful have schools been in encouraging students to read voluntarily for pleasure?

8) Do schools encourage family support for adolescent reading development?

9) Do schools and public libraries have close and successful relationships?

10) Is there community awareness and support to encourage students to read?

11) Are there differences between schools that place a high priority on reading and those that do not?

12) What policy changes are necessary to improve reading in Indiana's middle, junior, and senior high schools?

Response to Questionnaire

In order to obtain data concerning the status of reading in Indiana, questionnaires were sent in the spring of 1991 to 615 public middle, junior, and senior high schools identified by the Indiana Department of Education. (See Appendix for a copy of the questionnaire.) A total of 460 or 74.8 percent of the schools returned completed questionnaires.

Table 1.
Grade-Level Configuration, Number of Schools, Number of Students, and Average Number of Students Per School Represented in the Study

Grade-Level Configuration	Number of Schools	Number of Students	Average Number of Students
6-8	114 (24.8%)	65,730 (20.8%)	576.6
7-8	65 (14.1%)	34,541 (10.9%)	531.4
7-9	12 (02.6%)	8,681 (02.7%)	723.4
7-12	71 (15.4%)	37,449 (11.8%)	527.4
9-12	136 (29.6%)	128,631(40.7%)	945.8
Other	62 (13.5%)	41,088 (13.0%)	662.7
Total Sample	460	316,120	687.2

There were 1,214 persons involved in completing the questionnaires. Generally, the principal, library media specialist, and one or more reading teachers participated. The results of the survey, when combined with information

from a variety of other sources including the Educational Research Service, ERIC Clearinghouse on Reading and Communication Skills, Indiana Department of Education, and the Indiana Youth Institute, reveal a portrait of reading conditions for Indiana's adolescents.

Achievement on Reading Tests

One way of assessing a state's relative progress in teaching reading is to analyze student scores on standardized tests. Table 2 shows the 1990 reading results for Indiana's sixth, eighth, ninth, and eleventh grade students as measured by the California Achievement Tests. The mean grade equivalent for reading is much higher than the grade placement of the students.

Table 2.
Total Indiana Reading Test Results from 1990 **California Achievement Tests**

	Grade 6	Grade 8	Grade 9	Grade 11
Number of Students	66,482	63,520	66,284	58,321
Mean Grade Equivalent in Reading	8.8	10.7	11.7	12.9

A different test was used for statewide testing in March, 1991. Once again, as shown in Table 3, the results were above the average of the norm group.

Table 3.
Total Indiana Reading Test Results from 1991 **Comprehensive Tests of Basic Skills**

	Grade 6	Grade 8	Grade 9	Grade 11
Number of Students	67,392	65,905	65,034	55,396
Mean Grade Equivalent in Reading	8.4	9.9	11.3	12.9

A recent study (Watters 1988) comparing average reading scores from the states with national norms yielded a remarkable finding: All states that keep statewide standardized test scores are above average! Indiana's and other states'

above-average scores on these tests may reflect the pressure on principals, teachers, and students to do well on the tests, while the norm group may not have been as motivated to perform well during the testing. Whatever the reason, it is clear that on other widely-used standardized tests, Indiana students perform well below the national average.

With a raw score of 865 on the 1991 **Scholastic Aptitude Test** (SAT), Indiana ranked 47 out of 50 states and Washington, D. C. Many Indiana educators expressed concern that Indiana had a large proportion--57 percent--of its students taking the test; consequently, the rankings compared a majority of Indiana's students to small numbers of elite students in other states. For example, Iowa ranked first with a raw SAT score of 1,093 but had only five percent of its students taking the test. There have been a number of attempts to adjust test scores to take state-level disparities into account. For example, Meyer (1991) found that there is a predictable drop of about 2.2 points in a state's average score for every one point increase in the percentage of students taking the test. He used this to estimate how students would perform if all states had the same percentage of student participation. As a result, Indiana's rank changed, from 47 to 42. Indiana ranks higher than the following: Alabama, Arkansas, Georgia, Mississippi, North Carolina, South Carolina, Texas, Washington, D. C., and West Virginia. Thus, Indiana's adjusted scores are in company with some southern states while all surrounding states and all other Eastern, Midwestern, and Western states have higher SAT scores.

In some states, the most commonly-used assessment tool is the **American College Test** (ACT), which is scored differently than the SAT, making direct comparisons among states impossible. A number of transformation formulas have been developed to bring the two sets of scores into line. Using raw score transformations only, Indiana ranked 38 among the 50 states and the District of Columbia. Using more complex transformations, Indiana's rank rose slightly to 32 or 31. Lehnen (1990) has discussed the relative merits and weaknesses of several transformation formulas and concluded that improved performance measures are needed, if true nationwide comparisons are to become possible.

In addition to examining how Indiana's students compare to those in other states, we are also able to look at Hoosier students' reading proficiency over a 42-year period. A study of reading achievement in Indiana (Farr *et al.* 1987) compared sixth- and tenth-grade scores of 1944-45, 1976, and 1986 students. The 1986 sixth-grade students scored higher on the same test than did those in 1944-45 and 1976, with scores increasing from 6.2 in 1944-45 to 6.6 in 1986. By contrast, however, tenth-grade scores declined: 10.2 in 1944-45, 10.0 in 1976, and 9.7 in 1986. Possible reasons for this decline will be discussed below.

Availability of Classroom Reading Textbooks and Ancillary Materials

Each year the Association of American Publishers provides a list of states and the estimated per-pupil expenditures for textbooks. Because Indiana textbooks are replaced on a six-year cycle, the estimated expenditures are compared for a six-year period. States purchase reading and other textbooks at different times. Thus, in one year a state might rank high in expenditures, because it adopted reading textbooks; in another year, it might rank low because less expensive books were adopted. To see where a state ranks in its textbook expenditures, we must therefore examine a full six-year range. Table 4 gives the Indiana and United States average per pupil expenditures for textbooks from 1985 through 1990.

Table 4.
Per Pupil Textbook Expenditures

Year	Indiana Per Pupil Expenditure	Indiana Rank With Other States	U. S. Average Per Pupil Expenditure	Range
1985	$24.55	47	$31.42	$16.78-$44.85
1986	$26.06	47	$34.17	$19.10-$67.64
1987	$34.39	36	$35.65	$17.16-$64.71
1988	$27.92	44	$36.58	$21.23-$58.42
1989*	$44.24	18	$41.52	$27.72-$62.99
1990*	$65.42	1	$42.35	$25.39-$65.42

*Years in which language arts and reading textbooks were adopted.

Indiana's rank in textbook expenditures ranges from first in 1990 to forty-seventh in 1985 and 1986. The average rank for Indiana during the six years is 32.2. Indiana's expenditures were higher in 1989 and 1990 due to the adoption of more costly language arts and reading textbooks.

Respondents representing 88.4 percent of the schools surveyed in this study believe that materials in their schools' reading classes are satisfactory. The schools spent an average of $1.92 per student for reading materials other than textbooks. There is a trend in the United States toward literature-based reading programs, which use individual, complete texts, rather than anthologies, abridged books, or texts with simplified language. In these literature-based programs,

books encourage critical thinking, individual response, and discussion. As Indiana schools move into literature-based reading programs, there will be a growing need for copies and sets of books for classroom use. The $1.92-per-student expenditure will not purchase one set of paperback books for a class, much less materials for a reading laboratory. Surrounding students with more books for recreational and informational voluntary reading and class discussion and study will take considerably more funds per student than have been spent in past years for Indiana's middle, junior, and senior high school reading programs.

Staff Development for Reading Teachers

It is essential that schools provide adequate resources for staff development because curriculum and instructional methods do not and cannot remain the same in a changing world. But many of the skills and much of the knowledge that reading teachers learned in college may no longer be adequate to help today's youth become literate (Elam, Cramer, and Brodinsky 1986). A larger percentage of today's students are from disadvantaged families and need special reading support and encouragement from teachers. Literature-based programs, where teachers use excellent fiction and non-fiction books instead of highly structured textbooks, require that teachers be familiar with young-adult literature and effective strategies for successful teaching.

Many school districts throughout the United States have excellent staff development programs. For example, the Abington School District in Abington, Pennsylvania (1988), requires 19 hours of professional development each year for secondary school teachers. The time is scheduled to include one full day and six two-hour sessions. The Pasadena Unified School District in Pasadena, California (1988), requires a minimum of 150 hours of professional growth during a five-year period. Staff development in these districts includes workshops, seminars, course work, conferences, and visitations to other schools.

Table 5 compiles the Indiana survey respondents' estimates of the hours of staff development for the state's middle, junior, and senior high school reading teachers. The average amount of time per teacher spent in a year for staff development in reading, including college courses and conferences, is 3.8 hours.

Table 5.
Hours of Staff Development for Reading Teachers

Number of Reading Teachers	Number of Hours of Staff Development	Average Number of Hours of Staff Development
3,563	13,508	3.8

Table 6 shows that 51 or 11.2 percent of the schools have a planned staff development program for their reading teachers. This includes workshops, seminars, college classes, conferences, and visitations by teachers to other reading teachers' classrooms. The largest group of schools, 283 or 62.1 percent, have no planned staff development program for reading teachers, but teachers are active in the local and state reading councils, are involved in other organizations where they can enhance their professional development, and attend college classes. Another 122 schools or 26.7 percent have no planned staff development programs and their staff members do not participate in professional organizations.

Table 6.
Staff Development for Reading Teachers

Planned Staff Development	No Planned Staff Development But Teachers Involved in Personal Professional Development	No Planned Staff Development and Teachers Not Involved in Personal Professional Development
51 (11.2%)	283 (62.1%)	122 (26.7%)

One-fourth of the schools have a planned program to encourage teachers to read (Table 7). Sixty-five of the schools that have a program to encourage teachers to read are participating in the Teachers Under Cover project sponsored by the University of Southern Indiana and funded by Lilly Endowment Inc. This program provides books for small groups of teachers who read and discuss books of their choice. Without the Teachers Under Cover project, only 47 schools (out of the 458 responding) said that they had programs to encourage teachers to read. Table 8 indicates the frequency that school staff members report that they read and discuss books: 18 percent do so frequently, but 19.3 percent almost never read and discuss books.

Table 7.
Schools With Programs to Encourage Teachers to Read

Yes	No	Number Who Participate
112 (24.5%)	346 (75.5%)	2,151

Table 8.
Frequency That School Staffs Read and Discuss Books

Frequently Read and Discuss Books	Occasionally Read and Discuss Books	Almost Never Read and Discuss Books
81 (18.0%)	283 (62.7%)	87 (19.3%)

Special Assistance in Reading

Because the lack of reading ability correlates with so many of the problems that students bring with them to schools, and may carry with them when they leave, special assistance is needed for those students unable to cope with the reading level of materials used in their classes. For more than a quarter of a century, Chapter 1 (originally Title 1) of the Elementary and Secondary Education Act (ESEA) has provided federal funding to support extra instruction in reading, writing, and mathematics for educationally disadvantaged preschool, elementary, and secondary students. Nationally, some five million children received services through a 1990-91 budget of $5.4 billion (LeTendre 1991). Even though the budget increased to $6.2 billion in 1991-92, help continues to be unavailable nationally for about half the students who need it.

In the 1990-91 school year, 253,438 Indiana public school students were eligible for Chapter 1 help, but only 85,598, or 33.5 percent of these students, received the needed services. Table 9 shows the distribution (unduplicated count) by grade, of young people served. Nearly three in ten children served were in kindergarten or grade 1; thereafter, the proportion of children served declines with each grade level. Indiana's focus of limited funds on its youngest pupils is in line with national guidelines based on research findings that have shown Chapter 1 support to have the greatest impact in the earliest years of school (Madden, *et al.* 1991).

Table 9. 1990-1991 Participation of Indiana Public School Students in ESEA Chapter 1 Program, by Grade Levels

Grade	Number of Students	Percent of Chapter 1 Students
Pre K	792	0.9
K	8,859	10.3
1	16,320	19.1
2	11,614	13.6
3	10,686	12.5
4	10,009	11.7
5	9,512	11.1
6	7,775	9.1
7	4,063	4.7
8	3,894	4.5
9	1,463	1.7
10	414	0.5
11	129	0.1
12	68	0.1
Total	85,598	99.9

Source: Indiana Department of Education

However, this focus on the lowest grades means that many Indiana middle, junior, and senior high school students are deprived of badly-needed help. Table 10 summarizes Chapter 1 eligibility and service data for Indiana public schools. While 43 percent of Chapter 1 eligible students in grades K-6 are receiving help, the proportion drops drastically to 19 percent of eligible students in grades 7-8, and further, to 5.6 percent of the eligible students in grades 9-12. These figures may be even more serious than indicated, since some educators feel that students in need of remedial services are undercounted in the upper grades. Local school corporations have some discretion in setting priorities for distribution of Chapter 1 support. The limited Chapter 1 support may be supplemented by other funds (e.g., "At-Risk" monies) in some corporations. However, it remains true that

Indiana corporations tend to offer much less assistance in reading to students as they move to higher grade levels.

Table 10.
Indiana Public School Students Eligible for, and Receiving Chapter 1 Services in 1990-91, by Grade Levels

Grade Levels	Number of Students Eligible for Services	Number of Students Actually Served	% Eligible Students Receiving Services
Pre-K	n.a. (n.a.)	792 (0.9%)	n.a.
K-6	174,691 (68.9%)	74,775 (87.4%)	42.8
7-8	41,833 (16.5%)	7,957 (9.3%)	19.0
9-12	36,914 (14.6%)	2,074 (2.4%)	5.6
Total	253,438 (100%)	85,598 (100%)	33.5*

*Includes K-12 only. Source: Indiana Department of Education

The respondents to the survey estimated that 35,784 students were two grade levels below their grade placement in reading (Table 11). This figure represents 11.3 percent of the students enrolled in the 460 schools in the study. The respondents say that 22,088 (61.7 percent) of these students are receiving special help in reading, leaving nearly four in ten (38.3 percent) who are receiving no special help at all.

Table 11.
Students Two Grade Levels Below Grade Placement in Reading and Number Receiving Special Help in Reading

Two Grade Levels Below in Reading	Number of Students Receiving Special Help in Reading	Number of Students Not Receiving Special Help in Reading
35,784	22,088 (61.7%)	13,696 (38.3%)

Table 12 shows the extent of programs for students who need special help in reading. While just under one-fourth (106) of the 460 schools have Chapter 1 support available, slightly more than half the schools reported having other remediation programs. Of these, 113 have reading courses, and 122 have other

programs, including tutoring. Sadly, the remaining fourth (116) of the schools surveyed report that they have no special help available for their poor readers.

Table 12.
Remedial Reading Programs Available for Students Needing Special Help (Excludes Special Education)

Chapter 1	Reading Courses	Other	No Help Provided
106 (23.2%)	113 (24.7%)	122 (26.7%)	116 (25.4%)

Because the 13,696 students who do not receive special assistance in reading, are at least two grade levels in reading ability below their grade placements, they are likely to become a substantial portion of the students who drop out of school. Even if they do receive diplomas, these students will not have the reading skills needed for today's job market.

As Table 12 indicates, our survey found that over 25 percent of schools provided no special help in reading. Further, there is every reason to believe that school corporations will, with U.S. Department of Education encouragement (Slavin 1991), continue to focus Chapter 1 funds on early elementary programs. For example students in grades 6-12 constituted 21.1% of all students in Chapter 1 programs in Indiana's public and private schools during the 1989-90 school year. That proportion declined to 20.7% for the 1990-91 school year. The fact that many schools lack planned programs designed to help their older students become proficient readers continues to diminish the opportunities for some students to complete high school and lead productive lives.

Time for Reading Instruction

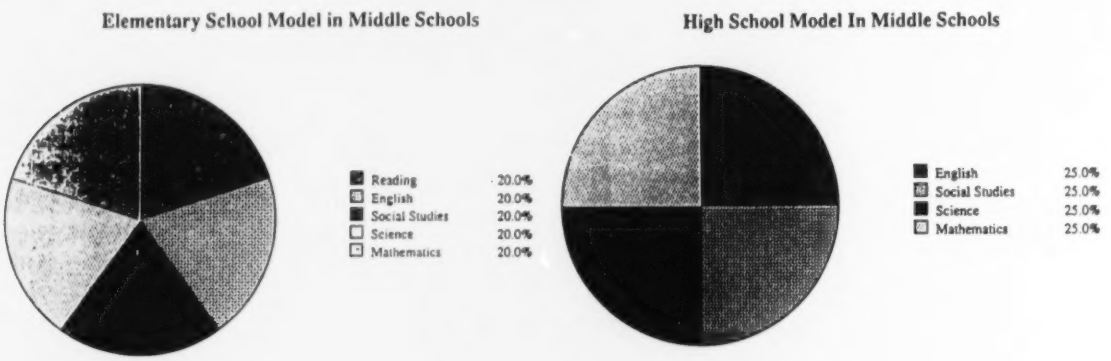
There is a high correlation between student engagement--the time in school that a student is actually reading or doing other classwork versus sharpening a pencil or other nonacademic activities--and reading achievement gain. When more time is allocated for reading, there is no evidence of diminishing returns on engagement rates (Rosenshine and Stevens 1984). For example, if eighth grade students have one period of reading and one period of English, the return should be twice as great as compared to one period of language arts that includes both reading and English. Thus, the amount of time allocated for students to participate in reading is a major indicator of instructional effectiveness.

Prior to 1940, most students attended K-8 or 1-8 elementary schools; their high schools had a 9-12 grade-level configuration. The elementary students had a

period of reading and a period of English each day through the eighth grade. When junior high schools appeared in the 1940's, many dropped the reading period and incorporated reading into a single English or language arts class, which also included grammar, spelling, writing, and literature studies. At the same time, secondary school teachers with training in grammar, writing, and literature, but *not* reading, were employed in the new junior high schools. Elementary school teachers,who were trained to teach children to read, now taught primarily in grades K-6. These changes in school organization meant that junior high students could receive less than half the instruction previously allotted to reading, from teachers who had had no training to teach them reading skills (Simmons 1991).

Students in grades 6-8 may have four or five periods of content area subjects, depending on whether an elementary or a high school pattern is followed. Figure 1 shows that the elementary model provides 20 percent for reading and 20

Figure 1.
Comparison of Elementary and High School Models in Middle Schools



percent for English for a total of 40 percent of the content-subject-area time, while the high school model provides a total of 25 percent of the content-subject-area time for English. Clearly, the elementary school model provides more time for students within subject-area classes to become proficient readers.

The state of Indiana publishes an administrative code that provides direction for its schools. Over a period of time, the codes gradually reduced the minimum amount of time for reading in grades 6-8. In 1971, elementary schools were defined as grades 1-8. Junior high schools were encouraged to use the traditional elementary school curriculum for the seventh and eighth grades. This gave students a period of actual reading instruction each day through the eighth grade.

By 1976 the code indicated that the first two years of a junior high school "*may*" (not "shall") include instruction in elementary subjects and might include other subjects, as well. The other subjects--for example, foreign language--naturally needed time in the curriculum, and reading was no longer a daily subject for many students.

In 1984, the code required language arts (now defined to include but not be limited to reading) to encompass 55 percent of the curriculum in grades 1-3, 35 percent in grade 4, 30 percent in grades 5 and 6, and 15 percent in schools with grades 6-8, with the provision that language arts could be expanded during elective time.

In 1991, the minimum number of in-school minutes per week was 1,500 in grades 1-6 and 1,800 in grades 7-12. The code called for 750 minutes per week for language arts in grades 1-3, 525 minutes in grade 4, 450 minutes in grades 5-6 but only 400 minutes when grade 6 is a part of a middle school, and 200 minutes for grades 7-8. These legislative changes significantly reduce the mandated time to be devoted to language arts for most students. Assuming that an elementary school followed the 1500-minute minimum school week, language arts instruction could be reduced by 9 percent in grades 1-3 from the 1984 standard. There would be no change for grades 4-6. However, in a middle school, 400 minutes for grade 6 could represent a reduction of 11 percent. In a junior high school with an 1800-minute school week, mandated language arts instruction also could be reduced by as much as 11 percent.

It is unfortunate that only 31 percent of Indiana middle schools require a course in reading (Malinka and Millikan 1991) compared to a national average of 71 percent (Alexander and McEwin 1988). This lack of emphasis on time for reading in Indiana is occurring in an era when nationally effective schools are characterized by devoting more time to reading than less effective schools (Redding 1991).

Thus, comparing the time spent in reading 50 years ago, when most Indiana students in grades 6-8 had a period of reading instruction each day, to the time allocated in most of Indiana's middle grades today, students have considerably less time for reading. This comparison, when matched with the decline of tenth-grade scores from 1944 to 1986 (Farr *et al.* 1987), suggests that decreased time for reading has resulted in lower reading proficiency for Indiana's students.

Direction of the Reading Program

Table 13 shows the respondents' perception that 336, or 75.6 percent, of the reading programs in Indiana's middle, junior, and senior high schools depend upon

their own resources and receive little or no outside help to improve their reading programs. Only 66, or 14.9 percent, of the schools responded that the Indiana Department of Education, International Reading Association, and colleges and universities have a major influence on the direction of their reading programs.

Table 13.
Major Influence on Reading Program

Indiana Department of Education	International Reading Association	College or University	Within Corporation	Individual School	Other
50 (11.3%)	10 (2.3%)	6 (1.3%)	140 (31.5%)	196 (44.1%)	42 (9.5%)

School Library Media Centers

The quality of school libraries is a significant measure of the caliber of middle, junior, and senior high schools. The *Millbrook Report: The Changing Role of the School Library* (1990) reported that a number of studies show that school library media centers that effectively support students with appropriate collections, facilities, and staffs are positively related to student achievement and reading proficiency.

Book collections in middle, junior, and senior high schools should be current and useful. Science books that describe the possibility of man walking on the moon as if the event had not yet occurred are of little but historical value to today's students. Slote (1982) recommends that books should be considered for removal from a school's book collection to make room for new books if they are ten or more years of age, of no special historical or literary significance, and have not been checked out during the past year. Outdated and seldom-used books weaken a school library's collection because they decrease the library's day-to-day effectiveness (American Library Association and Association for Educational Communications and Technology 1988; and Curky and Broderick 1985).

From 1981 to 1987 the amount of federal support for school library media centers declined by 49 percent, following a steady downswing from the high of school library spending in the 1960's and 1970's. At one time a considerable amount of federal dollars was restricted to purchasing books and related materials for use in school library media centers; during the 1960's and early 1970's, media centers purchased an extensive supply of books with federal funds. However, with the consolidation of various federal programs and site-based control of the

allocation of funds, the nation's schools and school systems opted to purchase fewer and fewer books in favor of other needed items (Hopkins and Butler 1991). As a result, the majority of the books in most school library media centers are now outdated and of little use to students. Whatever the source of funds, schools need to purchase two books per year per student to maintain the school library media center book collection at a current and useful level; three per year, if they are building a collection (Gerhardt 1986; Humphrey 1990; and Miller and Shontz 1991).

Table 14 shows the respondents' estimate that there are almost five million books in the 460 surveyed schools. The average number of books per student is 15.3. The number of books checked out per student during a week is 121,725, or an average of .38 per student.

Table 14.
School Library Media Center Book Collections and Circulation

Number of Books	Average Number of Books Per Student	Number of Books Checked Out	Average Number of Books Checked Out Per Student
4,854,980	15.3	121,725	.38

Table 15 indicates the respondents' estimate that 186,323 books were purchased during the 1990-1991 school year in the 460 schools. The average number of new books per student is .59. A total of $2,333,545 was spent on new books with an average expenditure of $7.38 per student.

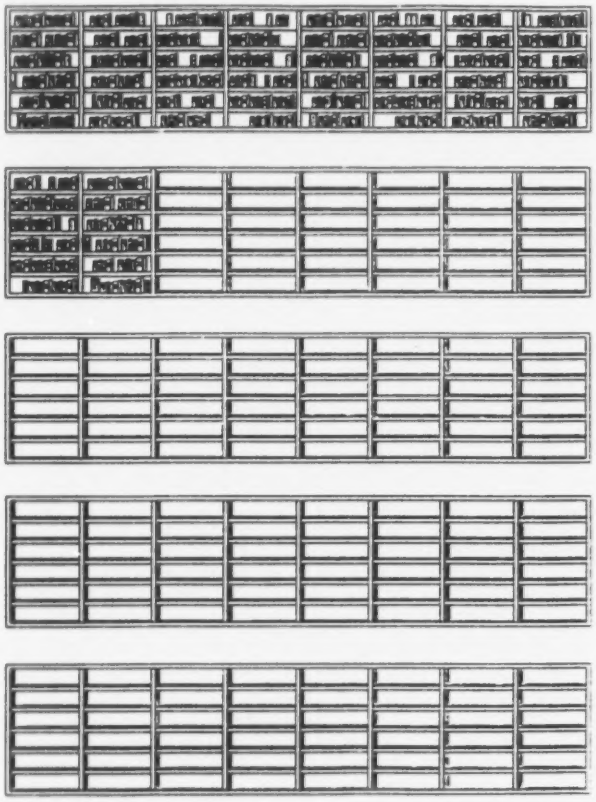
Table 15.
Book Expenditures

New Books in 1990-1991 School Year	Average Number of New Books Per Student	Book Expenditures for 1990-1991	Average Book Expenditures Per Student
186,323	.59	$2,333,545	$7.38

Library books remain current, on average, for 10 years. Thus, most books that are over 10 years old have limited current interest. Figure 2 represents a hypothetical media center with 10,000 books in a school with 500 students. At an annual replacement rate of only .5 books per student, 75% of the collection would be over ten years old and out of date. An annual replacement rate of 2 books per student would keep the collection current.

If schools continue to purchase books at the present annual rate of .59 books per student, library collections will rapidly decline. Book expenditures should be four times the current amount spent by Indiana's middle, junior, and senior high schools.

Figure 2. After ten years of providing only one-half book per student per year, only 25% of a library book collection is current.



As school library book purchases have declined, family purchases at local bookstores have increased. In fact, children's book sales have had a history of extraordinary growth in the past few years. Book sales doubled from 1980 to 1985, and the future looks bright for book publishers (Roback 1990). However, this market-driven approach raises issues of equity and quality. Families have to provide books, because school library media centers are not providing copies of many new books published annually. However, many low-income families lack funds to purchase books for their children. These same families, due to lack of time or access, are relatively unlikely to use public library collections. Needless to say, this means that students from low-income families do not have access to as many books as affluent students. Access to attractive books supports the development of reading skills. Lack of access appears to be one of the factors that undermines the reading development of low-income children.

Further, families and students who buy books are likely to purchase the books that are popular, have attractive covers, or are promoted by the bookstore. For example, of the top ten best-selling paperback children's books of 1990, eight had the words "Teenage Mutant Ninja Turtles" in their titles (Engelhardt 1991). Thus the quality issue: to stimulate sales, there is more impetus for publishers to spend money on advertising and cover design, less impetus to be concerned with the quality of writing. Increased book purchases by school libraries would be more likely to stimulate production of high-quality literature than individual consumers who respond to marketing hyperbole.

Another concern for library media centers, in addition to the quality and quantity of their books, is the availability of a full time, trained library media specialist. This concern arose at the recent White House Conference on Library and Information Services. Out of the 91 recommendations approved by the delegates, one that received high support was "that all schools be fully staffed by professional school library media specialists and support personnel to provide, facilitate, and integrate instructional programs to impact student learning" (The White House Conference on Library and Information Services 1991).

A full-time library media specialist is one who spends full time in the school's library media center and does not have study halls, assigned classes, or other non-library duties during the school day. The presence of a school library media specialist provides support to enhance learning opportunities in all classrooms as well as to provide access to books that students read for pleasure and information (Miller 1991).

Table 16 shows that 433 schools, or 94.1 percent, have a certified library media specialist (three of the schools did not respond to the item). However, many of the schools schedule these specialists for non-library responsibilities, such as study halls and gifted and talented classes, and may also turn the library into a classroom during these hours. As a result, many students in the school do not have access to books and other materials in their school library media centers one or more periods each day, inasmuch as there is no library media specialist to serve them.

Table 16.
Certified Librarians

Certified Librarians	No Certified Librarians	No Response
433 (94.1%)	24 (05.2%)	3 (0.7%)

Voluntary Reading

While most students learn how to read, they may not elect to read voluntarily for pleasure. For example, eighth graders spend on average 21.4 hours per week viewing television, but only 1.8 hours per week with non-school reading (National Center for Education Statistics 1990). Daniel Boorstin, Librarian of Congress (1984), believes that alliteracy is as big a problem as illiteracy. Alliterates are people who know how to read but choose not to do so.

The correlation between reading achievement and voluntary reading strongly supports the need to promote and encourage children's voluntary reading. Children who score at the ninetieth percentile on reading tests read five times as much as children at the fiftieth percentile and two hundred times as much as children at the tenth percentile (Anderson, Fielding, and Wilson 1988). Further, children who do a considerable amount of voluntary reading also have positive attitudes towards reading (Greaney 1980).

Students need to observe literate adults who read to them and who read themselves. They also need the support of adults who interact with them during literary activities. These adults can be teachers, parents, school and public librarians, and others from the community. For example, public librarians from the Monroe County Public Library read to and share books with students at Monroe County Community School Corporation middle schools on a regularly scheduled weekly basis. Teachers in Madison Junior High School frequently read to their students using "Read-Aloud" books provided as a part of the Reading for Real literature-based program prepared by the Developmental Studies Center.

Clary (1991) provided six classroom strategies to encourage adolescents to read:

- capitalize on interests;
- make reading material accessible;
- build a conducive environment;
- allow time to read in school;
- provide significant adult models; and
- use motivational techniques.

Table 17 shows the perceptions of educators concerning the percentage of their middle, junior, and senior high school students who read books not connected with schoolwork, from the school, a public library, or other sources. Almost two-thirds of the schools (291, or 63.8 percent) estimate that 40 percent or fewer of their students read for pleasure. While 13.4 percent of the 6-8 schools say that 20 percent or fewer of their students read for pleasure, the number jumps to 38.5 percent of the 9-12 schools. Thus, voluntary reading is perceived to decline as

students reach higher grades. Further, only 4.4 percent of the respondents believe that 80 percent or more of their students read for pleasure, and only 58, or 12.7 percent, say that more than 60 percent of their students read books not connected with schoolwork.

Table 17.
Estimates by Educators of Percent of Students Who Read for Pleasure

0-20%	21-40%	41-60%	61-80%	80+%
114 (25.0%)	177 (38.8%)	107 (25.5%)	38 (08.3%)	20 (4.4%)

Table 18 lists the reasons why educators thought that Indiana's middle, junior, and senior high school students are not engaged with books. The most significant factor is low interest in books among students; 78.8 percent of the schools listed this as the biggest problem. Very few of the schools identified limited access to books or poor reading skills as a problem. Examples of the "other" responses are:

> *There are few reading models in the home.*
>
> *Students don't see their parents using reading as a recreational activity.*
>
> *Students not only have poor reading skills but live in an environment that says reading and education are not important.*

Table 18.
Reasons Educators Perceive That Students Are Not Engaged With Books

Low Interest	Books Not Current	Poor Reading Skills	Other
267 (78.8%)	10 (2.9%)	9 (2.7%)	53 (15.6%)

Family Support for Adolescent Reading Development

Only one-fifth of the schools involved in the study reported that they have a program to encourage parents to read and discuss books with their children. Yet parents are a significant factor in children's educational achievement. According to the Family Resource Coalition (1990), the two major forces that positively or

negatively shape the course of youths' lives are their schools and their families. Only 12 percent of a student's time is spent in school, but that time is of vital importance to the attainment of reading proficiency and the reading of books for pleasure and personal information. So too is the 88 percent of students' time not spent in schools. Families are a powerful influence on the lives of children, and the more that families participate in literacy activities the higher the probability that children will be engaged with books (Morrow 1991). The Family Resource Coalition (1990) also found that there is a strong commitment from Indiana schools and parents to work together; however, they found as well, that there is a great deal of confusion as to what parent involvement is and how it is best accomplished.

Because parents are powerful models for their children, it is important that schools encourage parents and their children to share books. This encouragement is particularly important in the middle and secondary grades, because children's reading peaks at age twelve and many adolescents quit reading altogether (Simic 1991). Programs to encourage parent-child reading exist but may not be known to schools. For example, Pat Scales has prepared a booklet entitled *Communicating Through Young Adult Books* that outlines how parents can understand more about their teenagers by reading and discussing their books. The Family Literacy Center at Indiana University sponsors a program for young adolescents called Parents Sharing Books that is used in a large number of schools in Indiana and other states. Shefelbine (1991) has written a booklet for parents entitled *Encouraging Your Junior High Student to Read.*

School and Public Library Relationship

Public libraries provide access to books and, unlike school library media centers, are open evenings, on weekends, during holidays, and throughout the summer. Elementary students make frequent use of the public library; however, as they grow older, use of the public library declines dramatically (Robbins and Thompson 1991).

In general, librarians in public libraries and school library media specialists represent different professional communities, both in terms of their initial training and their professional orbits. Unfortunately, the two groups rarely communicate. Callison's study (1989) found little or no cooperation between public libraries and schools; in fact, 46 percent of the participating junior high school librarians and 28 percent of the high school librarians could not name a single professional librarian from the public library. Public librarians knew even less about the junior and senior high school librarians: 57 percent of the public librarians could not name a professional librarian at the junior high or middle school and 34 percent could not

name one at the local high school. Callison concluded that there is a need for increased efforts by both school and public librarians to get acquainted and cooperatively plan programs for adolescents.

Table 19 shows the estimates by educators of student use of public libraries in Indiana's middle, junior, and senior high schools. The majority of the schools, 67.7 percent, report that 30 percent or fewer of the students use the nearest public library. Only 8.2 percent of the schools reported that 51 or higher percentages of their students use the nearest public library on a regular basis. Educators in schools with grades seven to twelve had the lowest estimates of their students' use of public libraries. Most of these schools are located in rural areas where getting to public libraries requires more effort from patrons.

Table 19.
Educators' Estimate of Student Use of Public Libraries

Grade-Level Config-uration	0-10%	11-30%	31-50%	51-70%	71-90%	91+%
6-8	10 (09.2%)	51 (46.8%)	34 (31.2%)	9 (8.3%)	5 (4.6%)	0 (0.0%)
7-8	10 (15.4%)	36 (55.4%)	13 (20.0%)	5 (7.7%)	1 (1.5%)	0 (0.0%)
7-9	2 (16.7%)	6 (50.0%)	4 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
7-12	21 (30.0%)	36 (51.4%)	10 (14.3%)	3 (4.3%)	0 (0.0%)	0 (0.0%)
9-12	12 (09.2%)	82 (62.6%)	31 (23.7%)	4 (3.0%)	2 (1.5%)	0 (0.0%)
Other	14 (22.6%)	24 (38.7%)	16 (25.8%)	5 (8.1%)	2 (3.2%)	1 (1.6%)
Total	69 (15.4%)	235 (52.3%)	108 (24.1%)	26 (5.8%)	10 (2.2%)	1 (0.2%)

Community Programs to Help Engage Students with Books

The Carnegie Council on Adolescent Development (1989) recommends that schools connect with communities to identify service opportunities, establish partnerships, and use community resources to enrich instruction. For example, youth-serving agencies such as Boys and Girls Clubs and community centers can provide access to books and caring adult models. These community-based programs can offer special help to students who have had academic failure in school, as well as to all other students (Davidson and Koppenhaver 1988).

Businesses, service clubs, colleges or other organizations can sponsor reading incentive programs for middle, junior, and senior high school students. These incentive programs might include television and radio public service announcements to encourage reading; appearances in schools by public figures, such as athletes and coaches who tout the importance of reading, and certificates or other awards for reading books. Local businesses or other community groups can also provide books for school library media centers.

Table 20 indicates the respondents' perception that 282 schools, or 62.3 percent, have programs in their communities to help engage students with books, and 85, or 18.7 percent, of the schools report that they do not know if the community has any programs to promote reading for their students.

Table 20.
Programs in the Community to Help Engage Students with Books

Community Does Have Program	Community Does Not Have Program	Do Not Know if Community Has a Program
282 (62.3%)	86 (19.0%)	85 (18.7%)

Comparison of Schools by Grade Levels

Table 21 presents a comparison of schools with lower grade-level configurations (grades 6-8, 7-8, 7-9) to schools with higher grade-level configurations (grades 7-12, 9-12). There is little difference in the status of reading materials, presence of a certified library media specialist, number of books per student in library media centers, and the direction of the reading program. In all other areas, however, there is less support for reading in the 7-12 and 9-12 schools. The lower grade-level configuration schools:

- provide more special help in reading;
- have teachers who participate in reading staff development at over four times the rate of the higher grade-level schools;
- add slightly more books to the school library media center each year but have a book check-out rate almost double that of the higher grade-level schools;
- have about four times as many programs to encourage parents to read and discuss books with their children;

- have more than twice the number of schools with programs encouraging teachers to read and discuss books;
- have a higher percentage of students using the nearest public library; and
- have more community programs to help engage students with books.

Table 21.
Comparison of Schools with Lower Grade-Level Configurations (6-8, 7-8, 7-9) to Schools with Higher Grade-Level Configurations (7-12, 9-12)

	Grades 6-8, 7-8, 7-9	Grades 7-12, 9-12
Number of Schools	191	207
Number of Students	108,952	166,080
Average Number of Students	570.4	802.3
No Special Reading Help Available	32 (16.8%)	72 (35.1%)
Estimated Number Who Need Special Help in Reading	14,200	17,604
Estimated Number Receiving Special Help in Reading	12,257	7,238
Percent of Those Needing Help Who Receive It	86.3%	41.4%
Majority of Reading Materials Not Current	10 (5.6%)	12 (6.3%)
Number of Reading Teachers	1,429	5,153
Total Number of Hours of Reading Staff Development for Reading Teachers	6,588	5,341
Average Number of Hours of Staff Development for Reading Teachers	4.6	1.0
School Has a Planned Staff Development Program for Reading Teachers	27 (14.1%)	17 (8.3%)
Number of Books in School Library Media Center	1,749,690	2,523,522
Number of Books Per Student in School Library Media Center	16.1	15.2

	Grades 6-8, 7-8, 7-9	Grades 7-12, 9-12
New Books Added in School Library Media Centers for 1990-1991 School Year	73,053	82,502
Average Number of New Books Per Student Added to the School Library Media Centers in 1990-1991 School Year	.67	.50
Number of Books Checked Out from School Library Media Centers During One Week	58,162	45,908
Average Number of Books Per Student Checked Out from School Library Media Center During One Week	.53	.28
School Has a Certified Library Media Specialist	180 (94.2%)	200 (98.0%)
School Encourages Parents to Read and Discuss Books with Their Children	54 (28.4%)	15 (7.4%)
Members of the School Staff Frequently Read and Discuss Books	36 (19.2%)	32 (15.8%)
School Encourages Teachers to Read	70 (36.8%)	24 (13.2%)
More Than 30 Percent of the Students Use the Nearest Public Library	71 (38.2%)	50 (24.9%)
Community Encourages Students to Read	138 (73.4%)	101 (49.5%)
The Major Influence on the Direction of the Reading Program is:		
Indiana Department of Education	14 (8.4%)	28 (15.5%)
International Reading Association	7 (4.2%)	1 (0.5%)
College or University	1 (0.6%)	5 (2.8%)
Within the School Corporation	68 (40.7%)	54 (29.8%)
The Individual School	77 (46.1%)	93 (51.4%)

Comparison of Schools with Low and High Priorities for Reading

Have Indiana schools recognized the importance of reading in their efforts to provide an appropriate education for all students? Reading is not a high priority in most of Indiana's middle, junior, and senior high schools (Table 22). A total of 28.5 percent of the respondents listed reading as a high priority, 59.7 percent listed reading as an average priority, and 11.8 percent listed reading as a low priority.

Table 22.
Priority of Reading in the Schools

Grade-Level Configuration	High Priority	Average Priority	Low Priority
6-8	41 (36.9%)	65 (58.6%)	5 (04.5%)
7-8	17 (27.0%)	41 (65.0%)	5 (08.0%)
7-9	2 (18.2%)	7 (63.6%)	2 (18.2%)
7-12	12 (17.4%)	44 (63.8%)	13 (18.8%)
9-12	30 (23.4%)	75 (58.6%)	23 (18.0%)
Other	24 (40.0%)	32 (53.3%)	4 (06.7%)
Total	126 (28.5%)	264 (59.7%)	52 (11.8%)

Twenty high and 20 low reading priority schools were randomly selected, and the results are shown in Table 23. The 20 high reading priority schools, when compared to the 20 low reading priority schools

- have a lower percentage of students in the free-and reduced-cost lunch program;
- have higher attendance rates;
- offer three times as much special help in reading;
- have more than twice the ratio of reading teachers to students;
- have significantly more reading staff development;
- annually add four times as many new books to the school library media center;
- have twice the library media center book circulation rate;
- have more programs to encourage parents to read and discuss books with their children;
- have higher ISTEP reading scores;
- have more members of the school staff who frequently read and discuss books;

- have more direction from their school corporations; and
- are in communities that provide programs to help engage students with books.

Table 23.
Comparison of 20 Schools with Low Reading Priorities and 20 Schools with High Reading Priorities

	Low Priority	High Priority
Total Number of Students	19,498	12,256
Percent of Students Enrolled in the Free or Reduced-Price Lunch Program	14.8	10.8
Average Percent of Attendance for 1990-1991 School Year	93.7	94.8
No Special Reading Help Available	11 (55%)	1 (5%)
Estimated Number Who Need Special Help in Reading	3,414	1,722
Percent Needing Special Help in Reading	17.5	14.0
Number Receiving Special Help in Reading	855	1,468
Percent of Those Needing Special Help Who Receive Special Help	25.0	85.2
Majority of Reading Materials Not Current	3 (15%)	2 (10%)
Number of Reading Teachers	117	166
Ratio of Reading Teachers to Students	1:166.6	1:73.8
Total Number of Hours of Reading Staff Development for Reading Teachers	161	1,039
Average Number of Hours of Staff Development for Reading Teachers	0.7	6.3
School Has a Planned Staff Development Program for Reading Teachers	2 (10%)	6 (30%)
Number of Books Per Student in School Library Media Center	14.2	17.8
New Books Added in School Library Media Center for 1990-1991 School Year	6,204	14,667

	Low Priority	High Priority
Average Number of New Books Per Student Added to the School Library Media Center in 1990-1991 School Year	.3	1.2
School Has a Certified Library Media Specialist	20 (100%)	20 (100%)
Number of Books Checked Out from School Library Media Center During One Week	4,653	5,393
Average Number of Books per Student Checked Out from Library Media Center During One Week	.24	.44
School Encourages Parents to Read and Discuss Books with Their Children	2 (10%)	5 (25%)
Members of the School Staff Frequently Read and Discuss Books	2 (10%)	6 (30%)
School Encourages Teachers to Read	4 (20%)	8 (40%)
More Than 30 Percent of the Students Use the Nearest Public Library	5 (25%)	5 (25%)
Community Encourages Students to Read	3 (15%)	15 (75%)
1990 Sixth Grade ISTEP Reading Grade Equivalent	6.4	7.8
1990 Eighth Grade ISTEP Reading Grade Equivalent	9.1	9.6
1990 Ninth Grade ISTEP Reading Grade Equivalent	10.7	11.3

Promising Practices

The following is a list of promising reading practices listed by the 20 schools that regard reading as a high priority.

- The school sponsors Reading Week.
- Classes conduct Battle of the Books Program in which students read designated books and compete as members of a team before large audiences of students.

- Every class uses the library media center weekly for independent reading.
- Teachers require that every student read a book not related to the curriculum each six week period.
- The school has a student-operated paperback bookshop.
- Chapter 1 reading program students help select books purchased for the library media center with At-Risk funds.
- Every reading class has a weekly private reading period.
- Recognition is given to all students who read books.
- A large number of student-selected paperback books have been purchased for the library media center.
- The Electronic Bookshelf program is used individually by students after they complete books--the program is computerized so that teachers can monitor use.
- A young author's conference is held each year.
- The school has a Junior Great Books Program.
- The school participates in the Young Hoosier Book Award program.
- All teachers read aloud to students.
- Every teacher has a suggested reading list that supports the material taught in a particular class.
- Parents participate in the Parents Sharing Books program.
- The administrators encourage all staff members to participate in the local reading council.
- Teachers read and share books.
- The school has a developmental reading program for all students--average, remedial, and skilled readers.
- New books are featured in the library media center, halls, display cases, cafeteria, and on the school sign.
- A book fair is conducted each year.
- Students share discussions of books and journal entries.
- Cooperative learning is used in reading classes.
- New books are given to students as a part of the Reading Is Fundamental program.
- Reading and language arts teachers work as a team to promote reading and writing.
- Summer reading is encouraged.
- Sets of novels, as well as basal series, are used in reading classes.

Lilly Endowment Inc.'s Middle Grades Reading Improvement Program

In 1989, concerned about the critical importance of reading achievement in the lives of young adolescents, particularly those young people living in poverty, Lilly Endowment Inc. undertook a program of grantmaking to promote youth literacy in Indiana. The ten reading improvement projects that have received support from the Endowment have made significant contributions to the lives of the students in the 140 middle-grade schools eligible to participate, as well as to their communities and the state as a whole. The Middle Grades Reading Program targeted those youths with greatest need by focusing efforts on the 53 Indiana school corporations with the largest concentrations of young people living in poverty.

Through the Middle Grades Reading Program the Endowment has been able to raise awareness and concern for the reading needs of this age group; stimulate the development of critical resources to address the special needs of teachers, school administrators, public librarians, and youth-service professionals; and provide staff development to these audiences. Of particular note, the Middle Grades Reading Program has done much to stimulate young adolescents' voluntary reading habits. School bookshops and exciting new reading collections put enticing reading materials in young people's hands, while a number of creative and innovative projects assist teachers, parents, and school and public librarians to work together in new ways to encourage young people to develop the reading habit. The following is a list of the ten projects that form the Middle Grades Reading Program, with a brief description of their purpose and activities and the name of the grantee for each project.

Middle Grades Reading Program Projects

Books for Rural Youth Access provides books for use by students in the library media centers of 22 rural schools and stimulates voluntary reading habits critical to promoting reading success. (Indiana Department of Education)

Building Comprehensive Literacy Learning Supports introduces two new and important literacy resources to Indiana audiences--*Literacy Assessment for the Middle Grades* and *Building Youth Literacy: A Training Curriculum for Community Leaders*--and will build the capacity of middle-grades teachers, youth service professionals, and staff development specialists to use these tools. (Center for Early Adolescence, University of North Carolina)

Marketing Reading in Indiana raised statewide awareness of young adolescents' literacy needs through a massive marketing campaign that focused on the positive theme: "Enter the Theater of the Mind. Read. Because Only Reading Makes It Real." Using this theme, the campaign disseminated information statewide through television and radio announcements, billboards, calendars, posters, and newspaper ads. (Indiana Youth Institute)

Opening Doors targets the 60 public library systems that serve students in 140 middle-level schools. Services will be expanded to young adolescents by providing the public libraries with a core collection of books, with staff development for public librarians, with the first statewide summer reading program for young adolescents in Indiana, and with awards that recognize outstanding services and programs to public libraries. (Indiana Library Federation)

Parents Sharing Books encourages middle-level students and their parents to share ideas and interests with each other over books they read together. Training, manuals, and books are provided. The program is now in 57 of the targeted schools. (Indiana University)

Reading Excitement and Paperbacks provides grants to schools to establish a recreational reading collection and to implement activities integrating independent reading in the classroom. The program is in 59 schools and six community agencies. (Indiana Department of Education)

Reading for Real is a literature-based reading program that provides young adolescents with satisfying reading experiences and with opportunities to explore important ideas about what it means to be caring and responsible and to respect oneself and others. Pilot programs are in five of the 140 schools. (Developmental Studies Center)

SOAR (Stimulating Opportunities for Adolescents to Read) brings reading teachers, library media specialists, and public librarians together for summer retreat sessions, at which they engage in a process of reading and sharing ideas to increase the quantity and quality of the time young adolescents devote to reading. (Indiana University)

Student-Operated Paperback Bookshops provides direction and financial support to establish student-operated paperback bookshops. Students select, order, inventory, and market the paperbacks. They organize, schedule, promote, and equip their bookshop by any plan they deem useful to their schools. The program is in 60 schools. (Indiana State University)

Teachers Under Cover stimulates reading for personal enjoyment among middle-grades teachers. Teachers select books of their choice and meet, usually in a nonschool setting, to discuss the books. There are Teachers Under Cover groups in 65 schools. (University of Southern Indiana)

In addition to the ten projects listed here, Lilly Endowment Inc. has sponsored conferences, provided technical assistance, and made provision for evaluation.

Summary

In Indiana's middle, junior, and senior high schools, the progress of a growing number of students towards successful completion of school has been disrupted because of their inadequate reading skills. Ideally, schools should provide circumstances that enable and encourage students to read proficiently and voluntarily; however, schools alone cannot accomplish the task. Heroic advances in reading must be pursued in both school and out-of-school settings. Adults in schools, homes, and communities should read and enjoy books and thus, themselves, serve as models. School library media centers and public libraries should share equally in the quest to capture the interest of young adults and to provide them with appropriate books for school assignments and voluntary reading. Community youth agencies should emphasize reading activities; businesses and other organizations should offer reading incentive programs.

How well do Indiana's schools and communities measure up to this vision? Information from a variety of sources, including 460 of Indiana's 615 middle, junior, and senior high schools, reveals a situation far from ideal.

Each year, Indiana students in the sixth, eighth, and ninth grades are tested as a part of the Indiana Statewide Testing for Educational Progress Program. The results for each of the grade levels appear to be above national norms. However, incredible as it may seem, all states that conduct statewide testing are above the national norms. In 1985, Indiana students tested in the first through sixth grades showed significant reading gains when compared to students in the 1940's, but reading scores for students in the tenth grade declined. Indiana's current rank on the **Scholastic Aptitude Test**, statistically corrected to present students' performance when the same percentage of students from all states participate, is forty-second out of 50 states and Washington, D. C.

Indiana spends less on textbooks than other states; its rank averaged thirty-second among the 50 states for the past six-year period. But unlike most other states, Indiana parents must pay an annual fee to cover the cost of the books. Schools spend an average of $1.92 per student for reading materials: a trivial amount that would not buy even one set of paperback books. On the other hand, most schools indicate satisfaction with their reading materials. This contentment with existing programs may demonstrate that poor resources and insufficient staff development have caused schools' reading programs to stagnate, expecting and accepting poor performance.

The average number of hours spent in reading staff development activities, including workshops, seminars, college classes, conferences, and visitations to observe other teachers, is less than four hours per teacher per year. Most of the

schools have no planned staff development, and many have teachers who do not participate in personal professional development. While there are numerous teachers eager to devote time to improve their skills, the lack of planned staff development and the absence of encouragement from schools creates a low teacher-participation rate.

Three-fourths of the schools have no programs designed to encourage teachers to read and discuss books with each other and four-fifths of the schools have no programs that encourage parents to share books with their children. As a result, there is a lack of attention towards ensuring that students have models--teachers, parents, and other adults--who have been captivated by the wonder of books.

Each year of school should be the turning of a clean page where students begin with a fresh start; however, students with inadequate reading skills start every year doomed to fail, unless they receive help. As a rule, students are expected to learn how to read in elementary school. Middle, junior, or senior high students are expected to have sufficient reading skills to cope with reading materials used in their classes. Only 21 percent of Indiana ESEA Chapter 1 students are from grades 6-12, over one-fourth of the schools provide no special help in reading, and over one-third of the students who are two or more grade levels below grade placement receive no special help in reading.

Fifty years ago, most sixth, seventh, and eighth grade Indiana students were assigned a period of reading instruction each day; however, today's middle-level students have considerably less required time for reading. This is due, in part, to movement in the middle grades towards a high-school schedule where reading is no longer a separate course but rather incorporated into a course called English or language arts. Thus teachers are responsible for spelling, handwriting, grammar, writing, literature, and reading during one period each day instead of two. The time saved becomes available for new areas of interest including foreign language or computer courses. The result is that many sixth, seventh, and eighth grade students have no reading classes, and one in five students in Indiana's middle, junior, and senior high schools is not enrolled in any reading course during the entire school year.

Approximately one-fourth of the schools indicate that reading is a low priority. When asked who has the most influence on the school's reading program, few of the 460 responding schools name the Indiana Department of Education, International Reading Association, or colleges and universities. Instead, the direction comes from within schools and school corporations; but it is clear that many schools, while not receiving or accepting direction from outside, do not regard reading as a high priority.

Advances in education often are balanced by neglect. Four-fifths of the schools perceive that students are not engaged with books because of student lack of interest: fewer than three percent believe that the reason is a lack of current books. However, advances in areas such as computers have diverted limited financial resources away from book purchases for classrooms and school library media centers. Consequently, students sense the importance of computers, television, and video-cassette recorders: these areas are where adults, who are their models, spend their funds.

The quality of a school library is a significant measure of the caliber of a school. Most of Indiana's middle, junior, and senior high schools have certified media specialists; however, many of these highly trained individuals are assigned nonprofessional duties, classes, and study halls rather than full-time library duties. During one week in the spring of 1991, students checked out an average of less than half a book per student. The low book usage per student is due, in part, to the fact that the vast majority of the books in school library media centers are more than ten years old and need replacing. Schools purchased about half a book per student in the 1990-1991 school year: this is only one-fourth of the recommended replacement level of two books per student per year.

Public libraries also provide access to books. Unlike school library media centers, they are open in evenings, on weekends, during holidays, and throughout the summer. While public libraries have much to offer students, both during and beyond the school day, little cooperative planning between Indiana's public libraries and schools exists. Less than ten percent of the schools estimate that half or more of their students use the nearest public library on a regular basis.

Schools with higher grade-level configurations (7-12, 9-12) place less emphasis on reading than schools with lower grade-level configurations (6-8, 7-8, 7-9). In fact, students from schools with higher grade levels check out fewer books from the school library media center, have fewer opportunities for special assistance in reading, have fewer new books available, and have less role model support from teachers, parents, and community members.

In a comparison of 20 schools that rate reading as a high priority and 20 low-reading-priority schools, vast differences stand out. High-priority schools provide access to books, have adults who serve as effective role models, encourage teacher participation in staff development activities, provide more time for reading, offer special reading help to most of the students who need assistance, work closely with public libraries and community organizations, and, because their ambitious reading activities are likely a barometer of the vitality that resonates within the school, have higher attendance rates and test scores.

In the final analysis, many subtle changes in Indiana's middle, junior, and senior high schools' programs have accelerated the regression of their reading programs. This is evidenced by less time for reading, reduced book expenditures, and a decline in reading scores. Faced with newer and broader problems, schools allocate less time and energy to the prerequisites for a successful reading program. Since a growing number of students are unable to cope with academic requirements, it is essential that schools reexamine their reading programs and provide innovative solutions that involve students, teachers, families, librarians, youth-service professionals, and other caring adults from the community.

The problems cited in the study are all well within the capacity of Indiana's citizens to solve, but they require a renewed emphasis: the reading programs for Indiana's middle, junior, and senior high school students need patient and long-range support -- not quick fixes.

Conclusions

Indiana's middle, junior, and senior high schools generally do not place a high priority on reading. Test results indicate that reading has received more attention in recent years in elementary schools but is neglected in many middle, junior, and senior high schools.

The study reveals that more time, energy, and resources should be provided for the following diverse but mutually supportive elements of a successful reading program:

- upgrading classroom reading materials;
- encouraging reading teachers and school library media specialists to participate in staff development activities;
- offering special reading assistance including ESEA Chapter 1 for students with inadequate reading skills;
- increasing students' time for and enrollment in reading courses;
- establishing connections with the Indiana Department of Education, colleges, universities, and professional associations to help provide effective programs and strategies;
- providing at least two new books per student per year in school library media centers;

- ensuring that school library media specialists spend most of their time providing direct library services to students;
- encouraging families to share and discuss books;
- providing an atmosphere where staff members read and discuss books; and
- cooperatively planning programs with public libraries and youth-serving and community organizations, so that students see that the entire community values literacy.

Policy Issues and Recommendations

Issue 1. Accessibility to current and appropriate books is vital to increasing reading frequency, which in turn increases reading proficiency and voluntary reading among Indiana's middle, junior, and senior high school students.

Discussion: Library media center book collections of Indiana's middle, junior, and senior high schools have been neglected for many years. New book acquisitions are only about one-fourth of the recommended number needed to keep collections current. When categorical funds were provided by the Federal government, schools purchased a large number of books. Later, when school systems were given many options for use of Federal funds, Indiana school systems opted to use the funds for other purchases. As a result, collections have become unattractive and unused.

Recommendations:

1. That the Indiana General Assembly provide categorical funds to upgrade literature-based materials needed in middle, junior, and senior high school classrooms.

2. That the Indiana General Assembly provide categorical funds to upgrade the book collections in middle, junior, and senior high school library media centers.

3. That the Indiana State Board of Education recognize those schools with a book acquisition rate of two or more books per student per year as a part of the Performance-Based Award and Incentive Program.

Issue 2. Indiana's middle, junior, and senior high school reading teachers need opportunities to learn more about teaching reading and motivating students to read.

Discussion: Indiana's middle, junior, and senior high school reading teachers spend less than four hours per teacher per year in reading staff development activities including conferences, college or university classes, visitations, or locally-sponsored meetings.

Recommendations:

1. That the Indiana Department of Education provide staff development opportunities for middle, junior, and senior high school reading teachers to learn more about teaching reading and motivating students to read.

2. That the Indiana State Board of Education determine a minimum standard of hours of staff development for reading teachers and recognize those schools that provide documented evidence that teachers have met the standard.

3. That the Indiana State Reading Association increase participation of Indiana middle, junior, and senior high school reading teachers by providing programs, articles, and activities appropriate for and interesting to teachers who work with students in the sixth through twelfth grades.

4. That Indiana's colleges and universities aggressively market reading courses and conferences for middle, junior, and senior high school teachers.

5. That school corporations provide professional development programs for middle, junior, and senior high school reading teachers and provide recognition and encouragement for them to participate in personal growth and renewal activities through visitations, participation in professional organization conferences, and college and university reading courses and conferences.

Issue 3. Indiana's middle, junior, and senior high schools should be staffed with full-time certified library media specialists.

Discussion: In order to build library media center book collections and to engage students with the books, every Indiana middle, junior, and senior high school needs a full-time library media specialist. It is encouraging that 95 percent of the schools have a certified library media specialist, but five percent of the schools do not. However, many of the schools that have library media specialists assign them study halls, classes, or other non-library work. Because there are few middle, junior, and senior high school library media specialists in most school corporations, collaborative staff development opportunities are needed that involve several schools or school corporations. For example, library media specialists could review collections of new books, discuss ways to motivate students to use books from school library media centers, and learn new techniques for developing cooperative programs with public libraries.

Recommendations:

1. That schools assign library media specialists to full-time library media center work.

2. That Indiana middle, junior, and senior high schools which staff their school library media centers with at least one full-time library media specialist be recognized by the Indiana State Board of Education as a part of the Performance-Based Award and Incentive Program.

3. That the Indiana Department of Education provide staff development opportunities for library media specialists, including guidance to encourage students to use the school library media center for voluntary reading.

4. That the Indiana Department of Education provide opportunities for library media specialists to review copies of new books.

Issue 4. Ample time should be provided for Indiana's sixth, seventh, and eighth grade students to learn to read proficiently and to read books voluntarily.

Discussion: Prior to the advent of junior high schools in the 1940's, most students had a reading period every day from the first through the eighth grades. Now, many students either do not participate in reading classes or, when they do, spend less time than in the past because reading has been absorbed into English/language arts classes. Almost one out of five Indiana students from schools with grade-level configurations of 6-8, 7-8, or 7-9 were not enrolled in a reading class in the 1991 school year.

Recommendation:

1. That the Indiana State Board of Education ensure that every student participates in a reading class each year through the eighth grade.

Issue 5. All students who need special assistance in reading should receive appropriate help.

Discussion: Thirty-eight percent of the students whose reading ability is two or more grade levels below their grade placement are not provided any special assistance to increase reading proficiency. A quarter of the schools have no programs while others do not have enough support for students who need special assistance in reading. Schools with a 9-12 grade-level configuration offer the least help for these students. ESEA Chapter 1 program services for students decrease as students move to higher grade levels: only one-fifth of ESEA Chapter 1 students are enrolled in ESEA Chapter 1 classes in the sixth through twelfth grades.

Recommendations:

1. That the Indiana Department of Education provide guidelines, staff development, and encouragement for local districts to offer special help to all middle, junior, and senior high school students whose reading proficiency is lower than needed for academic success.

2. That the Indiana Department of Education encourage Indiana's middle, junior, and senior high schools to offer remedial reading services for their students using ESEA Chapter 1 or other available funds.

Issue 6. Indiana's middle, junior, and senior high schools and public libraries should collaborate to promote reading and increase students' exposure to literature and information.

Discussion: There is little cooperative programming between Indiana's middle, junior, and senior high schools and public libraries. The majority of the schools estimate that 30 percent or fewer of their students use the nearest public library, even though public libraries provide access to books not available in school library media centers, and even though, unlike school library media centers, they are open in evenings, on weekends, during school holidays, and throughout the summer.

Recommendations:

1. That the Indiana Department of Education provide direction and encouragement to middle, junior, and senior high schools to establish cooperative relationships with public libraries.

2. That the Indiana Library Federation provide direction and encouragement to public libraries to establish cooperative relationships with middle, junior, and senior high schools.

3. That Indiana's middle, junior, and senior high schools collaborate with the public libraries that serve their students.

Issue 7. Adults in schools, homes, and communities should serve as role models and provide guidance to ensure that reading is a priority in the lives of Indiana's middle, junior, and senior high school students.

Discussion: Most of the schools neither provide programs to encourage teachers to share and discuss books nor proclaim that they value reading and discussing books. Similarly, few schools help parents encourage their children to read, despite the existence of several national models to encourage parental involvement. Many youth-service agencies provide programs to help encourage youths to read and could do much more, if schools worked cooperatively with them.

Recommendations:

1. That Indiana's middle, junior, and senior high schools encourage all members of their staffs to read and discuss books with each other and with their students.

2. That Indiana's middle, junior, and senior high schools adopt existing programs and/or create new programs to help parents share books with their children.

3. That Indiana's middle, junior, and senior high schools identify and work cooperatively with youth-service agencies that do or could provide programs to help students read more proficiently and to read voluntarily.

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APPENDIX

Questionnaire

MIDDLE, JUNIOR, AND SENIOR HIGH SCHOOL READING QUESTIONNAIRE

1. The grade levels of the school are (check [√] one):

114	65	12	71	136	62
☐ 6-8	☐ 7-8	☐ 7-9	☐ 7-12	☐ 9-12	☐ Other:____ to ____

2. The number of students in the school is 316,120.

3. The reading/literature program of the school is best described as (check [√] one):

89
☐ Most of the students attend a reading class each day. The number of minutes of the reading class each week is 16,069.

284
☐ Most of the students attend an English or language arts class each week where literature is a part of the curriculum, but most students do not attend a reading class except for remedial help. The number of minutes of the English or language arts class each week is 58,857.

85
☐ Other (please describe). 7,158 minutes.

_____

_____

4. The school's program for students who need special help in reading, excluding special education, is best described as (check [√] one):

106
☐ Chapter I help is available for students who need special help in reading.

113
☐ Courses in reading are available for students who need special help in reading.

116
☐ No special help is available for students who need special help in reading.

122
☐ Other (please describe). _____

_____

_____

5. The estimated number of students in the school who are more than two grade levels below their grade placement (excluding special education) who need special help in reading is 35,784.

6. The number of students in the school, excluding special education, who are receiving special help in reading is 22,088. The type of special help is:

_____

_____

7. The materials and equipment for the school's reading/literature program are best described as follows (check [√] one):
404

☐ The materials in reading/literature classes are appropriate, current, and satisfactory at this time.
24

☐ The majority of the materials in the reading/literature classroom are not current and are in need of upgrading.
29

☐ Other (please describe). _____

_____

_____

8. There are 249,282 students enrolled in at least one reading/literature course this school year. (This refers to all students who are enrolled in reading/literature, not just students enrolled in a remedial reading class.)

9. The total amount of funds expended during this school year for reading/literature materials, excluding standard textbooks and library media center books, is $606,483.

10. The total number of teachers who teach reading/literature in this school is 3,563. (This refers to all teachers who teach reading/literature, not just teachers who teach remedial reading.)

11. The total number of hours of staff development in reading/literature, including college courses, conferences, etc., for the teachers listed in item 10 since June 1, 1990, is 13,508.

12. The staff development for reading/literature teachers in the school is best described as (check [√] one):

51 ☐ The school has a planned staff development program for reading/literature teachers. (Please describe.)

_____

_____

_____

283 ☐ There is no planned staff development program for reading/literature teachers, but teachers are active in the local and state reading council, are involved in other organizations where reading/literature staff development is available, and/or attend college classes.

122 ☐ There is no planned staff development program for reading/literature teachers, and staff members do not participate in nonschool reading/literature staff development programs.

13. If more staff development in reading/literature were available, the teachers would probably prefer (please list):

_____

_____

_____

14. How many books are in the school library media center? 4,854,980

15. How many books have been added to the school library media center since May 1, 1990? 186,323

16. The total amount of funds expended during this school year for library media center books is 2,333,545.

17. Does the school have a certified library media specialist? 433 ☐ Yes 24 ☐ No

18. During the past week, how many books were checked out from the school library media center by students? 121,725

19. Please indicate what you feel is the percentage of students who read books from the school or a public library or other sources that are not connected with schoolwork.

114 ☐ Less than 20% 177 ☐ 21-40% 107 ☐ 41-60% 38 ☐ 61-80% 20 ☐ Over 80%

If low interest is checked in item 19, please indicate what you feel is the main reason that many of the students are not engaged with books. (Check [√] one)

267
☐ Students may not be interested in reading books because computers, VCR's, television, movies, and malls take up most of their recreational time.

10
☐ Most of the books in the library media center are not current and therefore not of interest to the students.

9
☐ A large proportion of students in this school have very poor reading skills.

53
☐ Other (please describe). _____

_____

_____

20. Does the school have one or more programs to encourage parents to read and discuss books with their children?

95 ☐ Yes 360 ☐ No

If yes, please describe. _____

_____

_____

If yes, approximately what percentage of parents participate in such programs?

50 ☐ Less than 10%
20 ☐ 10-25%
11 ☐ 26-45%
10 ☐ 46-60%
1 ☐ 61-75%
2 ☐ 76-90%
1 ☐ Over 90%

21. How often do you feel that members of the school staff read and discuss books with each other?

81 ☐ Frequently
283 ☐ Occasionally
87 ☐ Almost never

22. Is there a program in the school designed to encourage teachers to read?

112		346	
☐	Yes	☐	No

If yes, please describe. _____

_____

_____

_____

_____

If yes, approximately how many teachers participate? 2,151

23. The percentage of students you feel regularly use the nearest public library is estimated to be:

69		235		108		26	
☐	Less than 10%	☐	11-30%	☐	31-50%	☐	51-70%

10		1	
☐	71-90%	☐	Over 90%

24. Are there programs sponsored within the community to help engage students with books?

282		86		85	
☐	Yes	☐	No	☐	Don't know

If yes, please describe. _____

_____

_____

_____

_____

25. What do you feel is the major influence on the direction of the reading/literature program? (Check [√] one.)

50 ☐ Indiana Department of Education.

10 ☐ International Reading Association.

6 ☐ College or University.

140 ☐ Within the school corporation.

196 ☐ The individual school.

42 ☐ Other (please describe). _____

_____

_____

26. Please provide what you feel is the rank of reading/literature as a priority in the school, as evidenced by the school's mission statement, budget allocations, or a written plan. (Check [√] one.)

126 ☐ High 264 ☐ Average 52 ☐ Low

27. Please describe any promising practices that are used in the school to promote reading/literature.

_____

_____

_____

_____

_____

28. Please list the names and positions of individuals who helped complete the questionnaire.

Name	Position
_____	_____
_____	_____
_____	_____
_____	_____

Please return the questionnaire in the enclosed envelope by May 10, 1991.

INDIANA YOUTH INSTITUTE

10 Blueprints for Healthy Development

The Indiana Youth Institute's blueprint for healthy development of all Indiana's children is based on the premise that every child in Indiana—regardless of race, gender, ethnicity, handicapping condition, geographical location or economic status — deserves an equal opportunity to grow up in a safe, healthy, and nurturing environment.

BUILDING A HEALTHY BODY

Indiana's youth will be born at full term and normal birth weight to healthy mothers. They will receive a well-balanced diet in adequate supply to grow strong bodies to acceptable height for their age. They will be provided a balance of physical activity and rest in a safe and caring environment. They and their families will have access to good medical care and educational opportunities that teach them how to abstain from health-endangering activities and engage in health-enhancing activities.

BUILDING POSITIVE RELATIONSHIPS

Indiana's children will experience love and care of parents and other significant adults. They will develop wholesome relationships while learning to work collaboratively with peers and adults.

BUILDING SELF ACCEPTANCE

Indiana's children and youth will perceive themselves as lovable, and capable; they will act with self-confidence, self-reliance, self-direction, and control. They will take pride in their accomplishments. As they develop self-esteem, they will have positive feelings about their own uniqueness as well as that of others.

BUILDING ACTIVE MINDS

Indiana's young people will have stimulating and nurturing environments that build on their individual experiences and expand their knowledge. Each young person will reach his or her own potential, gaining literacy and numeric skills that empower the lifelong process of asking questions, collecting and analyzing information, and formulating valid conclusions.

BUILDING SPIRIT & CHARACTER

Indiana's young people will grow up learning to articulate and inculcate values upon which to make ethical decisions and promote the common good. Within safe boundaries, children and youth will test limits and understand relationships between actions and consequences.

BUILDING CREATIVITY AND JOY

Indiana's young people will have diverse opportunities to develop their talents in creative expression (e.g., music, dance, literature, visual arts, theater); to appreciate the creative talents of others; and to participate in recreational activities that inspire constructive, lifelong satisfaction.

BUILDING A CARING COMMUNITY

Indiana's communities will encourage their young people to see themselves as valued participants in community life. In addition to being recipients of services that express the communities' concerns for their safety and well-being, young citizens will become resources who will improve their surroundings, support the well-being of others, and participate in decisions that affect community life.

BUILDING A GLOBAL PERSPECTIVE

Indiana's children and youth will learn to see themselves as part of the global community, beyond ethnic, religious, state, and national boundaries. In formal and informal educational experiences, they will have opportunities to become familiar with the history, political issues, languages, cultures, and ecosystems that affect global life and future well-being.

BUILDING ECONOMIC INDEPENDENCE

Indiana's young people will be exposed to a variety of educational and employment experiences that will contribute to vocational and career options. Their formal and informal educational experiences will prepare them to make the transition from school to work, to contribute to the labor force, and to participate in an economic environment that will grow increasingly more complex and will require lifelong learning.

BUILDING A HUMANE ENVIRONMENT

All children will have access to a physically safe environment, free from abuse, neglect, exploitation, and other forms of violence. They will have adequate housing and living conditions; safe neighborhoods; clean air, food, and water. Their environment will be free from toxins, drugs, alcohol, and tobacco. All children will have an opportunity to learn how to protect their environment for the future.

Indiana Youth Institute • 333 N. Alabama, Suite 200 • Indianapolis • Indiana • (317) 634-4222